

EDUCATION

Schedule of Events

In connection with Loyola's 75th Anniversary celebrations, the Students' Association is sponsoring Education Day '72 on Friday, March 3.

A completely student initiated event, the day is an attempt to engage students and faculty in a meaningful dialogue as regards the prime concern of their lives: education.

Based on the premise that our present educational system is out of touch with the needs of the modern student, Education Day '72 will be a combination of workshops, an open forum and a panel discussion—all of which will explore possible alternatives to the present situation.

The day will commence at 10:00 a.m. with a series of workshops presented simultaneously throughout campus. The topics covered will be: Registration Procedures; Grading; The Cost of College: A Dilemma; CEGEP Reform/Structures; The Student vs. Classroom Structures; Education: A Sociological and Cultural Perspective. Students are urged to attend one or several of these workshops and participate in the discussions.

At 2:00 p.m. an open forum with the four elected executive members of the Front Commun des Etudiants du Québec will be held in the F. C. Smith Auditorium. The Front Commun is a newly formed union of Quebec students and the open forum is unprecedented as Loyola is the first Anglophone campus to host such an event with the Front's executive members.

The speakers, who are French students from various parts of the Province, will discuss the academic problems facing French students throughout Quebec. They will also attempt to explain the function and necessity of a Quebec student union and what this means for English academic institutions.

At 5:00 p.m. a panel discussion involving students and faculty members will be held in the Vanier Auditorium. The topic discussed will be Formal Education: A Waste of Time? Student participation is of prime importance for this event as it is we who are caught up in the daily struggle with formal education.

More than anyone it is the students who will create a successful Education Day. The extent of participation will be a measure of student interest in bettering their educational experience.

The time for looking back is gone, once and for all. We must push ahead. We must make the classroom a center for human and intellectual development. Education Day '72 is a step. It is an attempt at dialogue. What we decide now may have innumerable consequences for tomorrow.

10:00 a.m. — Open Forum

Topic: The proposed merger of Loyola and Sir George Williams University.

Participants: Sterling Dorrance, Director of Development at Loyola;

Michael Sheldon, Assistant to the Principal at Sir George

Place: Vanier Auditorium

Sponsored by the Economics Students Association

10:00 a.m. - 1:00 p.m. — Workshops

Topics: Registration Procedures: Hingston Hall Lounge

Cost of College — A Dilemma: Room A127

CEGEP Reform/Structures: Room A128

The Student vs. Classroom Structures: Old TV Room, Hingston Hall

Education — A Sociological Perspective: Room B204

Grading: Room A 314

2:00 p.m. — 5:00 p.m. — Open Forum

Topic: Academic Reforms in Quebec and Provincial Student Unionism

Participants: Front Commun des Etudiants du Québec

Richard Côté (CEGEP de Rosemount)

Alexandre Hotton (CEGEP du Vieux Montréal)

Hubert Wallot (Université de Sherbrooke)

Guy Gagnon (CEGEP de Limoilou)

Place: F. C. Smith Auditorium

5:00 p.m. - 7:00 p.m. — Panel Discussion

Topic: Formal Education: A Waste of Time?

Participants: Members of the Faculty Association and Students

Place: Vanier Auditorium

This issue of *The Loyola Happening* was compiled and largely written by Loyola students involved in organizing Education Day '72. The editor was Don Boisvert, 2nd year collegial Arts. Contributors were L.M.S.A. President Peter Fedele, L.M.S.A. Vice President Barry Sheehy and Loyola English Lecturer Liam Cox.

The future of Loyola CEGEP

Liam Cox

As a result of pressure for CEGEP reform from students and teachers in CEGEP, the Loyola Senate appointed a special task force to look over the entire Programme. A preliminary report has been issued which sets out some new recommendations for the CEGEP, more or less in the way a government issues a White Paper to test public response before making any final decisions. Here is a summary of the proposals which deal with the Curriculum of CEGEP.

THE BASIC PHILOSOPHY OF CEGEP

The CEGEP programme should be varied, non-specialist and wide-ranging. The CEGEP should develop its own special character and methods which are quite distinct from the traditional university-type programme. CEGEP students should have the opportunity they need to participate in education as fully as teachers.

OBLIGATORY COURSES

Students should not be compelled to take any particular courses but instead CEGEP should promote and encourage a broad, multi-disciplinary approach to learning.

CORE AREAS OF CURRICULUM

Students and teachers need a chance to interact outside departments as well as in. Therefore studies should be grouped according to the natural links between them. Each grouping is called a CORE AREA and these will be:

HUMANITIES
SOCIAL STUDIES
PURE SCIENCE
NATURAL SCIENCE
APPLIED SCIENCE
ARTS
LANGUAGES
COMMERCE

Students will no longer be tied to registering in any Faculty (Arts, Comm., Eng., Sci.) but can take courses anywhere.

CORE AREAS will set up their own curriculum discussion groups and together will make up a CEGEP CURRICULUM COMMITTEE which will take responsibility for all courses in the CEGEP programme. All the curriculum groups will have 50% student representation.

CHOICE OF COURSES

A student has a free choice within these guidelines: No more than three credits in any one study-discipline (e.g. English, Math, History, etc.). No more than four credits from any CORE AREA — this means each student must have a look at least at three different CORE AREAS.

STUDY ADVISORY COUNCIL

Five teachers and ten students will provide a centre for advice on what courses are offered and which ones fit well together. Every CEGEP student can use this service.

COURSE SCHEDULES

Instead of submitting to the pressure of five different courses at one time, students should not have to take more than three at once. To make this possible, a full course will be completed in one term, not two. This should help students to organize their work more comfortably and develop depth study as well as quantity.

NON CLASSROOM CREDITS

The classroom is not the only place where students can learn, so it's proposed that students can get up to 3 credits out of their ten for academic or community work outside the classroom timetable. Setting up a personal project with a teacher, or working on student committees are two of the many possible examples.

CEGEP GRADING

The emphasis should be placed on a balanced written evaluation at the end of a course. As for the code to be used on transcripts, a three tier system is proposed — CREDIT for satisfactory completion of a course.

CREDIT* for above average work.

CREDIT** for distinctive work.

No FAILURES will appear on the records.

CONCLUSIONS

These are the recommendations so far. If they prove to be generally welcome, they will be sent to the Senate in the hope of putting them into practice for next September. The Task Force will then continue its work by looking at areas of CEGEP not covered in the first report on CURRICULUM.

If anyone has any comments on the work of the Task Force so far, or on any aspect of CEGEP, then send it now to the Task Force Secretary. Whatever the final form of the CEGEP programme, it can only be successful if enough people are interested and committed to it. The contact person is me, Liam Cox, CEGEP English, Cloran Bldg., Tel. Loyola 432.

Education: A sociological perspective

Don Boisvert

In his disturbing yet penetrating utopian novel, *Walden Two*, American Psychologist B. F. Skinner presents a statement on education which is well worth analyzing. The scene is a conversation between Frazier, a "planner" and resident of Walden Two, and Castle, a college professor who is visiting the experimental community with several other persons. Frazier speaks.

"The motives in education, Mr. Castle, are the motives in all human behaviour. Education should be only life itself. We don't need to create motives. We avoid the spurious academic needs . . . and also the escape from threat so widely used in our civil institutions. We appeal to the curiosity which is characteristic of the unrestrained child, as well as the alert and inquiring adult. We appeal to that drive to control the environment which makes a baby continue to crumple a piece of noisy paper and the scientist continue to press forward with his predictive analyses of nature. We don't need to motivate anyone by creating spurious needs."

Obviously, this is at once a "loaded" and precise analysis of what education should ideally be. However, before discussing education in terms of the ideal, we must attempt to define it within its present sociological and cultural dimensions. Only then can we speak of alternatives.

Education is essentially a social institution. Along with religion, law, and marriage, politics, and the family, our present educational system serves two critical social functions. It preserves and propagates our traditional system of values. To illustrate this point one can examine the effects of education on a typical middle-class Canadian child.

As soon as he enters school, the child is taught to discipline himself, obey without questioning, compete with others, and work within established rules. Naturally, all spontaneity, creativity and a personal desire to learn are stifled. The teacher's role is one of "feeder of knowledge" whose authority must not be disputed. As the child proceeds in his educational experience, these characteristics are reinforced and become an intrinsic part of the natural order of things. Finally, education is seen in terms of money, and the college diploma becomes a certain assurance of a good job.



Jill Krametz

B. F. Skinner: education — "life itself".

What does this tell us about our social institutions? Basically, we must say that education is a reinforcing experience. Competition, blind obedience, discipline, and the need for money and status are all myths of our culture. Education simply serves the purpose of inculcating these in the "potential citizen". Creativity and a sincere desire for knowledge must be extinguished because they lead to a critical questioning of the social reality. If these are allowed to thrive,

traditional and supposedly necessary social structures may be undermined. Since institutions tend to have a strong sense of self-preservation, all deviance is then seen in terms of threat.

Skinner speaks of education as being "life itself". Nothing could be more accurate. From the day of his birth until that of his death, a person is constantly being exposed to the countless influences of a multi-dimensional culture. Mass media exerts a significant influence on what one learns. Personal and social relationships are also of prime importance since they mold a person for life. We could define education as a life-long process whereby a person develops his innate potentials within a critical frame of mind.

It's relatively easy to speak of education as an ideal. The difficulty lies in the actual make-up of our social structures. No one would dispute the fact that education must undergo drastic change if it is to become a relevant experience. But how? The question remains unanswered. Whatever method of change we espouse, we must remember that change is painful in a technological and hierarchical society. Time is of the essence. No government program can adequately propose change. The solution will only come from the student class itself.

LOYOLA: A TURNING

POINT?

Amidst all the confusion, conflicts and debates of this past year something very significant has taken place at Loyola. As the smoke clears it is becoming increasingly evident that the college has been brought, somewhat grudgingly, to the brink of monumental academic reform. Amidst all of the many issues to be brought before the campus, the CEGEP Task Force report is by far the most important, casting a giant shadow over all of the community.

Apart from the basic changes suggested in the report, the Task Force is significant in that it stands for a number of larger more comprehensive principles. It heralds the end of the days when a student must twist and contort himself in order to adjust to the idiosyncrasies of the institution.

According to the report it is the role of the institution to adjust to the talents and aptitudes of the individual student. Although this may only seem to be common sense, it is in reality a basic reversal in college policy.

Secondly, the Task Force, being completely a student concept, signifies a basic change in the attitude of students with regard to their own education. No longer are they willing to sit back passively and have bits and pieces of information thrown at them. They are determined to take an active part in the learning process.

Barry Sheehy

L.M.S.A.

Barry Sheehy

"In writing this document, we worked on the premise that it was no longer sufficient for students to recognize and vocalize our objections to certain problems. The student movement has come to the stage where we must now reach and find concrete solutions to the problems which plague our educational institution. By carrying out this project, we hope to bury forever the myth that education reform is a task so complex only professionals can dabble in it."

With this introduction, the L.M.S.A. announced the dawning of a new era by presenting its "Loyola CEGEP: A View for Tomorrow" report. The role of student government can no longer be confined to the peripheral activities of campus life. The time has come to get right into the gut issue of the university: education. This requires on our part a willingness to commit the necessary time and resources to actively participating on a level equal to that of faculty and administrators. Information is power. Therefore, our goal must be to get our hands on as much pertinent educational information as possible. This, then, is the new priority of the L.M.S.A.; obtaining information, packaging it, and placing it at the disposal of our Student Senators. This requires a massive allocation of the student association funds, secretarial and manpower resources, as well as a redefinition of the role of the student association.

It is no longer acceptable for the college administration and faculty to attempt fabricating some ill-defined wall separating students on Senate from students in the L.M.S.A. Such an attitude is merely an attempt to divide and disperse the strength of the student movement. Loyola College must change, and student government must play an active role in initiating and directing that change.

Instrument of change

Education: for living or for making one?

Peter Fedele

Author Gerry Farber, in *Student as Nigger*, says that "attending university is to let a dying society put its trip on you. Marshall McLuhan touches on a different aspect of the problem when he claims that every time a student enters a classroom he/she is interrupting his/her education. The question I ask is, 'How long can this endure?'"

Are students really hindering their education as Mr. McLuhan puts it? Is education learning to live, or is it simply job-training?

It is estimated that 70% of students now in class will one day hold jobs that don't yet exist. It is also not unusual to see newspaper headlines like GLUM GRADS AS JUNE NEARS; THE CLASS OF '71 STILL POUNDING THE STREET.

These facts lead us to believe that the theory of education viewed as enhancing the accessibility to the job market is no longer acceptable. One of the more optimistic conclusions drawn from this analysis is that students are in fact beginning to question their roles in the university, or even more appropriate, the university's role in their lives.

Schools are fast becoming irrelevant. The facade has been shattered. Instead of facilitating this spirit of learning they are in fact systematically destroying it. Grades, fear of failure, and competition detract from education and force the student into the "game playing syndrome".

The question now is one of survival. If the university is to emerge from its present crisis of confidence then it must redefine its goals. Learning how to learn is the only legitimate objective for education in this rapidly changing world.

ABOUT SCHOOL

He always wanted to explain things, but no-one cared. So he drew.

Sometimes he would just draw and it wasn't anything. He wanted to carve it in stone or write it in the sky. He would lie out on the grass and look up in the sky and it would be only the sky and the things inside him that needed saying.

And it was after that that he drew the picture. It was a beautiful picture. He kept it under his pillow and would let no-one see it. And he would look at it every night and think about it. And when it was dark and his eyes were closed he could see it still. And it was all of him and he loved it.

When he started school he brought it with him. Not to show anyone, but just to have it with him like a friend.

It was funny about school. He sat in a square brown desk like all the other square brown desks and he thought it would be red. And his room was a square brown room, like all the other rooms. And it was tight and close. And stiff.

He hated to hold the pencil and chalk, with his arm stiff and his feet flat on the floor, stiff, with the teacher watching and watching.

The teacher came and spoke to him. She told him to wear a tie like all the other boys. He said he didn't like them and she said it didn't matter. After that they drew. And he drew all yellow and it was the way he felt about morning. And it was beautiful.

The teacher came and smiled at him. What's this? she said "Why don't you draw something like Ken's drawing? Isn't it beautiful?" After that his mother bought him a tie and he always drew airplanes and rocket ships like everyone else.

And he threw the old picture away.

And when he lay out alone looking at the sky, it was big and blue: and all of everything, but he wasn't anymore.

He was square and brown inside and his hands were stiff. And he was like everyone else. All the things inside him that needed saying didn't need it anymore.

It had stopped pushing. It was crushed. Stiff. Like everyone else.

The poem was handed to an English teacher shortly before the author committed suicide.

"Don't let your schooling interfere with your education."

— Mark Twain

CALENDAR OF EVENTS Loyola of Montreal To March 13, 1972

COMPILED BY DORIS HOULD,
PHONE 482-0320, loc. 438 or
744-6974

SEMAINE QUEBECOISE DU SIX AU DIX MARS

présentée par
L'Association des Etudiants
de français de Loyola

Lundi 6 mars — 12h — Présenta-
tion du film *Saint Jérôme*
Lieu: 'Old T.V. Room Hingston
Hall'.

4 h — Conférence de Gerard
Bessette. Sujet: L'évolution de
la littérature québécoise
Lieu: L'auditorium Vanier

Mardi 7 mars — 12 h — Confé-
rence de Léandre Bergeron.
Sujet: Québec Passé. Présent.
Lieu: Auditorium Drummond.
14 1/2 h — Présentation de la
pièce de J. P. Sartre *Huis Clos*
par Le prof. P. Toupin et sa
classe. Lieu: Auditorium F. C.
Smith.

19 h — Conférence de Suzanne
Paradis. Sujet: La femme dans
le roman québécois. Lieu: A314
(classe de Prof. M. Anderson).

Mercredi 8 mars — 17h — Soirée
Dansante pour tous (Prof. et
étudiants) il y aura bière et vin.
Lieu: 'Hingston Hall Lounge'.

Jeudi 9 mars — 12 h — Présen-
tation de la pièce de théâtre
d'Amanov 'Le Professeur Ta-
ranne' par Madame Andersen
et sa troupe au foyer du 'Smith
Auditorium'.

14 1/2 h — Exposé de Paul
Toupin. Sujet: Le Théâtre qué-
bécois. Lieu: B. 206

Vendredi 10 mars — 12 h —
Deuxième présentation du 'Pro-
fesseur Taranne' au foyer du
F. C. Smith

17 h — Grand Spectacle de
Comédie Vaudeville, mimes,
scetch et rires. Avec la troupe
comédienne Les 5ts Innocents.
Qui vous réserve beaucoup de
surprises. Lieu: La chapelle de
Loyola.

Tous les événements sont gra-
tuits.

Wednesday, March 1 — The Chinese
and History Students' Associations
present Prof. Paul T. K. Lin (McGill
U.) speaking on *The New Man in
China* plus unique documentary
films of his 1970 visit to China.
Time: 7:30 p.m.
Place: Vanier Auditorium

Loyola Film Series (Contemporary)
Bernardo Bertolucci's *The Confor-
mist* (1970) with Jean Louis Trinti-
gant; plus a short study on My Lai.
Time: 3, 6 and 8:30 p.m.
Place: F. C. Smith Auditorium

Thursday, March 2 — Thursday Open
Forum

Speaker: Prof. Marcel Danis, Political
Science
Topic: Does Canada Have its Attica?
(A discussion on penal reform)
Time: 12 noon
Place: Canadian Room, Hingston
Hall

Interdisciplinary Symposium on
Man—
**The Effect of Sport on Man's Psy-
chological Functioning**
Lecturer: Dr. H. Ladd, Psychology
Department.

Time: 8:00 p.m.
Place: Drummond Auditorium
Students, faculty and public invited.

Friday, March 3 — March 3, 4, 5, 9
and 12 — Loyola Musical Theatre
presents *Oliver*
Directed by Maxim Mazumdar;
Musical Director: Danuta Gajewski
With Heather Stanley, Edda
Gburek, Carol McCormick, Brian
Counihan.

Time: 8:30 p.m.
Place: F. C. Smith Auditorium
Admission: \$2.00 (students \$1.25)
Kenneth Clark's Civilization series
(daytime)
Time: 12 noon
Place: Vanier Auditorium

Monday, March 6 —
Alfred Hitchcock's *The Lady Va-
nishes* (1938)
with Margaret Lockwood and
Michael Redgrave.
Time: 7:45 p.m.
Place: F. C. Smith Auditorium

Engineering Department — Course
on Professional Practice
Guest Speaker: Mr. Harvey Wal-
ford, V.P., Bank of Montreal
Time: 12 noon to 3:00 p.m.
Place: Room A 527

Tuesday, March 7 —
Transcendental Meditation (day-
time)
Introductory Meeting
Time: 11:45 a.m. to 1:00 p.m.
Place: Room A-527

Unwed Parents. Second part of a
discussion led by personnel of the
Montreal Children's Hospital Ado-
lescent Clinic; Social worker Mrs.
Irene Lipper and a group of unwed
parents.
Time: 7:30 p.m.
Place: Vanier Auditorium

March 8 and 9 — Communication Arts
Open House

Wednesday, March 8
Loyola Film Series (Contemporary)
Ugetsu (1953) Kenji Mizoguchi, an
adult medieval fantasy.
Time: 6 and 9:15 a.m.
Mizoguchi's Street of Fame (1956)
Time: 7:45 a.m.
Place: F. C. Smith Auditorium

Thursday, March 9
**Seventh Annual Symposium on
Economics** sponsored by the De-
partment of Economics.

Theme: Technology and Social
Change

Opening address by Dr. Vic-
tor Goldbloom, Minister of the En-
vironment, Quebec.
Place for all events: Vanier Audi-
torium.

Session I
Time: 10:00 a.m. to 12:30 p.m.
Topic: **Engineering: Liberal Educa-
tion for the Future**
Speaker: Dean George Jolly, En-
gineering Department.
Discussants: Mr. Pierre Bournival
(Engineering Institute of Canada),
Prof. G. L. D'Ombraim (McGill);
Prof. J. Smucker (Sir George).
Chairman: Prof. A. G. Lallier,
Economics Department

Session II
Time: 2:00 p.m. to 4:30 p.m.
Topic: **Technological Assessment
and Projection of Long Range Social
Changes**
Speaker: Dr. Harvey Wheeler (San-
ta Barbara, Calif.)
Discussants: Prof. Melvin Hill (York
U., Toronto); Dr. John McGraw, Phil-
osophy Department; Prof. Robert
Major (York U.).
Chairman: Prof. R. C. Coyte, Poli-
tical Science Department.

Session III
Time: 8:00 p.m. to 10:30 p.m.

Topic: **Technology and Canadian
Society.**

Panelists: Professor Eric Kierans
(McGill), former Communications
Minister; Dr. Ray Jackson (Science
Council, Ottawa); Mr. Leonard Hy-
nes (Chairman of C.I.L.); Prof. Ber-
nard Bonin (Ecole des Hautes
Etudes Commerciales). Chairman:
Rod Blaker (CJAD radio).

Transcendental Meditation (eve-
ning. Introductory Meeting.
Time: 8:00 p.m.
Place: Room B-206

Discussants: Dr. D. W. Henderson
(Economic Council of Canada); Dr.
F. J. Hayes (Economics Depart-
ment), Prof. David Weiss (Dawson
College).
Chairman: Rev. A. Graham, S.J.
(Dean of Science).

Seventh Annual Loyola of Montreal
Invitational Soccer Tournament
Time: 7:00 p.m.
Place: Athletics Complex

Kenneth Clark's Civilization series
(daytime)
Time: 12 noon.
Place: Vanier Auditorium



Two of the photographs on display in the Vanier Library till March 9 in the
exhibition of works by Cyril Ryan and Brian McDonough.

Kenneth Clark's Civilization Series
(evening)
Time: 8:00 p.m.
Place: Room B-206

Interdisciplinary Symposium on
Man — **Sociology of Sport**
Lecturer: Mr. J. Tascone, Chairman,
Department of Sociology
Time: 1:00 p.m.
Place: Vanier Auditorium
Students, faculty and public invited.

Friday, March 10 — Founder's Day
Economics Symposium:

Session IV:
Time: 10:00 a.m. to 12:30 p.m.
Topic: **Technology and Human Re-
lations**
Panelists: Senator Eugene Forsey
(Senate of Canada); Dr. Wm. Dy-
mond (University of Ottawa); Dr.
Harry Weisglass (Fed. Dept. of La-
bour, Ottawa); Mr. B. K. Larsen
(Quebec Division Manager,
C.M.A.)
Chairman: Dr. H. D. Woods (McGill)

Session V
Time: 2:00 p.m. to 4:30 p.m.
Topic: **Technology and Canadian
Social Policy**
Speaker: Senator A. Grosart (Sen-
ate of Canada)

Meet the Professors Beer and Pizza
Party sponsored by the Evening
Students Association
Time: 8:00 p.m.
Place: Guadagni Lounge

Saturday, March 11 — Seventh Annual
Loyola of Montreal Invitational Soc-
cer Tournament
Time:
Place: Athletics Complex

Monday, March 13 — Loyola Film
Series. David Lean's *Brief En-
counter* (1946) with Trevor Howard
and Celia Johnson
Time: 6 and 9:30 p.m.
Place: F. C. Smith Auditorium
Engineering Department — Course
on Professional Practice
Guest Speaker: Mr. J. F. Stinson,
V.P., Bell Canada.
Time: 11:45 a.m.
Place: Room A 527

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Office, Room 215, Administration
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